

Paston Playdays

Paston Ridings School, Paston Ridings, Peterborough, Cambridgeshire
PE4 7XG



Inspection date	2 July 2019
Previous inspection date	27 November 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff are well qualified and have a secure understanding of how to observe and assess children's learning and development. They know children well and plan a good range of interesting and challenging activities that reflect their emerging interests. Children are active learners and make good progress.
- Staff work well in partnership with parents. They establish a successful two-way flow of information that provides children with consistency in their care and learning. This significantly contributes to the good progress children make. Parents are positive about the pre-school, praising the good communication they have with staff.
- Staff offer a welcoming and nurturing learning environment where children feel safe and secure. Children settle well, are happy and develop a good sense of belonging. They build strong bonds with staff and are confident to ask for help should they need it.
- Children receive lots of praise and encouragement. They are confident to try new things and proudly show their achievements, such as when they write their names. Children build good levels of self-esteem.
- Leaders consistently review and evaluate the quality of the provision to ensure that children achieve well. They gather the views of parents and staff to help them identify the strengths of the provision and areas to improve.
- Staff regularly check the progress children make as individuals and as different groups. When gaps in children's progress are identified, staff provide good support to help them catch up with their peers. Staff make effective use of additional monies children receive to support their good progress.
- Staff are enthusiastic in their work with children. However, sometimes they do not help children to develop their ideas further, make predictions and think creatively.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- strengthen opportunities for children to think creatively, make predictions and develop their ideas.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Gail Warnes

Inspection findings

Effectiveness of leadership and management is good

The manager and staff share a strong commitment to the ethos of the organisation. They provide children with meaningful and fun learning experiences in a safe environment. Staff work well as a team and are very enthusiastic in their roles. They benefit from regular supervision meetings with the manager that help to identify their strengths and any gaps in their knowledge. Staff receive regular coaching and training to develop their knowledge and skills, with a strong emphasis to promote children's communication and language development. Safeguarding is effective. Staff confidently fulfil their role to protect children from harm. They know what to do should they have any concerns about a child's welfare.

Quality of teaching, learning and assessment is good

Staff gather information from parents about what their children know and can do on entry into the setting. They use this information, along with ongoing observations, to plan activities that reflect children's interests and their next steps in learning. Staff use a range of methods to promote children's good communication and language skills. Staff give children clear explanations that help them to understand and develop a good vocabulary. Children who speak English as an additional language are well supported. For example, staff learn key words and phrases in their home language and share dual-language books. Staff provide meaningful learning experiences that help to embed children's knowledge. Children observe the growth cycle of live butterflies alongside their deep enjoyment of the story about the very hungry caterpillar. They count accurately and identify shapes, such as rectangle and circle, as they create clay cocoons and caterpillars.

Personal development, behaviour and welfare are good

Staff provide an environment of mutual trust and respect where each child is truly valued. They give children clear rules and consistent boundaries, using positive language to reinforce good behaviour. Children behave well and learn to share and take turns. They learn about people and communities that are different to their own. For example, they make regular visits with staff to local residential homes for the elderly, and learn about different cultural celebrations and festivals. Staff help children learn how to keep themselves safe. For instance, children use safety knives to cut and slice cucumbers, aubergines and peppers. Children ride on tricycles and scooters, showing consideration for the safety of their friends.

Outcomes for children are good

All children make good progress in relation to their starting points and capabilities. Children develop good independence in their self-care and hygiene routines. They tidy away and wash up their plates and cups after eating snack. Children thoroughly enjoy sharing books and reading stories. They confidently and accurately recall phrases of their favourite books and songs. Children gain the key skills to support the next stage in their learning and the move to school.

Setting details

Unique reference number	EY263021
Local authority	Peterborough
Inspection number	10106706
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	24
Number of children on roll	17
Name of registered person	Family Action
Registered person unique reference number	RP517161
Date of previous inspection	27 November 2015
Telephone number	07939 669957

Paston Playdays registered in 2003 and is located at Paston Ridings School in Peterborough. The pre-school employs three members of childcare staff. All staff hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during school term time only. Sessions are from 8.30am until 11.30am. The pre-school provides funded early education for two-, three- and four-year-old children.

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